

## **SALUDA ELEMENTARY**

200 Matthews Drive  
Saluda, South Carolina 29138

**GRADES** PK-5 Elementary School

**ENROLLMENT** 708 Students

**PRINCIPAL** Weldon Humphreys 864-445-2469

**SUPERINTENDENT** Dr. Pete Stone 864-445-8441

**BOARD CHAIR** Ben Harrison 864-445-8632

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2003

#### **ABSOLUTE RATING:**

**BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	22	57	6	0

#### **IMPROVEMENT RATING:**

**BELOW AVERAGE**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 16 out of 23 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

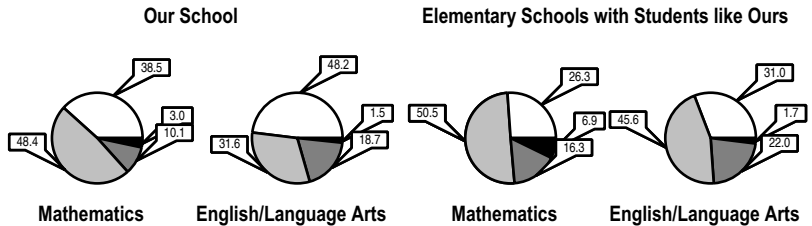
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




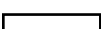
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Good	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	59	98	40
Percent satisfied with learning environment	75.9%	85.6%	79.5%
Percent satisfied with social and physical environment	77.6%	79.2%	60.0%
Percent satisfied with home-school relations	52.5%	85.4%	70.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	358	98.9	48.2	31.6	18.7	1.5	20.2	17.6
Gender								
Male	180	98.3	51.8	29.3	16.5	2.4	18.9	17.6
Female	178	99.4	42.9	34.8	21.7	0.6	22.4	17.6
Racial/Ethnic Group								
White	128	100.0	28.1	33.1	35.5	3.3	38.8	17.6
African-American	178	98.9	57.7	31.5	10.1	0.6	10.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	52	96.2	63.9	30.6	5.6	N/A	5.6	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	298	99.7	43.6	33.7	21.0	1.7	22.7	17.6
Disabled	60	95.0	80.5	17.1	2.4	N/A	2.4	17.6
Migrant Status								
Migrant	N/A	0.0	73.3	26.7	N/A	N/A	N/A	17.6
Non-migrant	358	98.9	46.1	32.3	20.0	1.6	21.6	17.6
English Proficiency								
Limited English proficient	34	94.1	69.0	27.6	3.4	N/A	3.4	17.6
Non-limited English proficient	324	99.4	45.4	32.1	20.8	1.7	22.5	17.6
Socio-Economic Status								
Subsidized meals	261	98.5	56.0	30.8	12.8	0.4	13.2	17.6
Full-pay meals	97	100.0	25.3	35.2	35.2	4.4	39.6	17.6

Mathematics								
All students	358	99.4	38.5	48.4	10.1	3.0	13.1	15.5
Gender								
Male	180	98.9	36.7	49.4	10.8	3.0	13.9	15.5
Female	178	100.0	37.7	49.4	9.9	3.1	13.0	15.5
Racial/Ethnic Group								
White	128	98.4	14.2	56.7	21.7	7.5	29.2	15.5
African-American	178	100.0	50.0	44.7	4.7	0.6	5.3	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	52	100.0	52.6	47.4	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	298	100.0	33.2	52.1	11.6	3.1	14.7	15.5
Disabled	60	96.7	74.4	23.3	N/A	2.3	2.3	15.5
Migrant Status								
Migrant	N/A	0.0	68.8	31.3	N/A	N/A	N/A	15.5
Non-migrant	358	99.4	35.6	50.3	10.9	3.2	14.1	15.5
English Proficiency								
Limited English proficient	34	100.0	58.1	41.9	N/A	N/A	N/A	15.5
Non-limited English proficient	324	99.4	35.4	49.7	11.6	3.4	15.0	15.5
Socio-Economic Status								
Subsidized meals	261	100.0	46.6	45.4	6.3	1.7	8.0	15.5
Full-pay meals	97	97.9	12.2	60.0	21.1	6.7	27.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	99	N/A	40.0	33.7	25.3	1.1	26.3
	Grade 4	121	N/A	47.0	35.9	16.2	0.9	17.1
	Grade 5	119	N/A	52.2	41.6	6.2	N/A	6.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	127	99.2	40.3	31.9	26.9	0.8	27.7
	Grade 4	109	99.1	45.5	30.7	21.8	2.0	23.8
	Grade 5	122	98.4	58.9	32.1	7.1	1.8	8.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	99	N/A	51.6	33.7	9.5	5.3	14.7
	Grade 4	121	N/A	60.5	25.2	11.8	2.5	14.3
	Grade 5	119	N/A	48.7	39.1	10.4	1.7	12.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	127	100.0	34.2	50.0	12.5	3.3	15.8
	Grade 4	109	100.0	31.4	55.9	10.8	2.0	12.7
	Grade 5	122	98.4	49.6	39.8	7.1	3.5	10.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 708)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.3%	Up from 2.3%	2.6%	2.4%
Attendance rate	95.8%	Down from 96.7%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.4%	Up from 7.6%	10.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.9%	Up from 7.8%	9.0%	8.0%
Older than usual for grade	0.7%	Down from 0.8%	1.4%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 59)				
Teachers with advanced degrees	39.0%	Down from 39.7%	43.9%	50.0%
Continuing contract teachers	71.2%	Down from 74.6%	84.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	73.2%	No change	85.9%	86.2%
Teacher attendance rate	95.3%	Up from 95.0%	95.1%	95.3%
Average teacher salary	\$34,942	Down 0.2%	\$39,348	\$39,909
Prof. development days/teacher	9.4 days	Down from 15.1 days	11.9 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	18.6 to 1	Up from 17.5 to 1	18.6 to 1	18.9 to 1
Prime instructional time	89.9%	Up from 89.1%	89.6%	89.7%
Dollars spent per pupil*	\$6,006	Up 18.7%	\$6,034	\$5,892
Percent spent on teacher salaries*	67.4%	Down from 67.6%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.0%	Up from 94.5%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Saluda Elementary reached several goals established in the school's improvement plan.

Excellent participation by the community, parents, staff, and students made it possible for students and parents to enjoy a wonderful multi-cultural celebration, a family night of reading, and a family night of math/science.

An academy period was scheduled in grades 2-5 for students to work on specific basic math skills which were identified through a math assessment. Each student worked on their skill level without regard to grade placement. A fine arts grant made it possible for students to experience programs in the fine arts, performed by professional groups of actors and performers.

Students learned science, math and language arts through an EIA grant, by planting and maintaining a flower and vegetable garden. Local garden clubs assisted in this educational experience. The school was recognized by the State Department of Education as a Healthy School.

Tammy Martin, a first grade teacher, was recognized as Teacher of the Year.

Faculty members received training in the Summer Institute on the best practices of teaching reading. The staff development provided teachers an opportunity to learn new techniques and strategies to better meet the needs of our students. This staff development will continue throughout the year.

Saluda Elementary service projects included Hop for Heart, March of Dimes Walk-a-thon, canned goods for the needy at Christmas, and a fundraiser for the Leukemia Society. We are proud of the concern our students showed for others. On September 11, students and staff formed a United States flag on the football field in memory and honor of those who suffered on that date.

Saluda Elementary continues to strive for improvement in all academic areas. Our goal is to teach students to teach themselves: so that they become independent of us.

Weldon E. Humphreys, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.